

INDIVIDUALIZED EDUCATION PROGRAM (IEP) §300.347(a-c)

Student's Full Name Shelley Transition		DOB 5/15/83	Grade 11	Student ID#00000001	Date of IEP Meeting 12/15/00	
Address 1234 E. Escuela Ct.			City Oleander		State AZ	Zip 85X42
Home Phone 520-999-9999		Work Phone 520-111-1111		Parent/Guardian Mama & Papa Transition		
Primary Language of Home English		Limited English Proficient <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Language of Instruction English/Signed English		
School of Residence Oleander School District, Public School # AZ 687				School of Attendance same		
Address 1111 NE Sage Lane.				Address same		
City/State/Zip Oleander, AZ 85X42				City/State/Zip same		
Documentation of Participation at IEP Meeting §300.344(a-c)						
Position/Relationship to Student		Signature			Month/Day/Year	
Parent(s)		Mama & Papa Transition			12/15/00	
Regular Education Teacher		Eddie General			12/15/00	
Special Education Teacher/Provider		Ida Teach			12/15/00	
District/School Representative		Mary Administrator			12/15/00	
Individual to interpret instructional implications of evaluation results		Eva Evaluator			12/15/00	
Other at discretion of parent or district/school		VR- Rich Jobs; SSA- Ernie Money; ARC- Havannah Funn; OT- Helga Selfcare; PT- N. Creasemotion; Speech Therapist- M. Provetalk			12/15/00	
Student whenever appropriate		Shelley Transition			12/15/00	
Other		Instructional Assistant- Dee Coach			12/15/00	
Statement of Transfer of Rights at the Age of Majority §300.347(c)						
<p>At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).</p> <p>X Yes, Date: 2/19/00</p>						

STUDENT NAME: Shelley Transition

DOB: 5/15/83

Present Levels of Educational Performance (PLEP) §300.347(a) (1)

Clearly specify the student's current levels of performance in academic, nonacademic, social, and emotional areas. Include a description of how the student's disability affects his/her involvement and progress in the general curriculum, including consideration of special factors. For preschool children, consider how the disability affects the student's participation in appropriate activities. Give consideration to school-to-adult life transition planning needs, including vocational training, employment, post school plans, and student preferences/interests. Provide a description in the PLEP of the student's current knowledge, skills, and abilities and experiences in relation to EACH of the post-school areas targeted. **(14 year olds, course of study, and 16 year olds, inter-agency linkages).**

Shelley's preferences and interests (also embedded in the narrative below): Employment-supported employment in a paid position at a minimum of 5 hours per day with natural supports. Living arrangement- individually designed living arrangement (IDLA) near her family. Community participation- shopping and dining out, city parks and recreation programs/Special Olympics/Summer camps/ARC/Socialization- attending dances, movies, etc.

Adult Living: Shelley has expressed her desire to live with peers in an individually designed living arrangement. In order to live in this setting, Shelley, with support from her mother, will need to learn how to access services through the Division of Developmental Disabilities (DDD). DDD would most likely be the funding source to help pay for residential placements. Goals and objectives in this area will focus on linking Shelley to those services.

Communication: At the beginning of the school year, Shelley learned to use a parrot voice box as a communicator. The voice box held about 10 phrases in memory and Shelley pressed the appropriate button to indicate her wants and needs. After a period of moderately successful use of this tool, Shelley began protesting the use of it. In daily communication, Shelley has demonstrated her preference for using sign language (she currently has 7 functional English signs she uses on a daily basis), hand leading, or simply going and getting the desired object. She protests staff request by either refusing to move or verbally protesting. Shelley has used these methods effectively and appropriately in communicating her wants and needs. Her IEP team is exploring the effects of Shelley using an augmentative communication device.

Shelley's receptive language is even further developed than her expressive language. She responds exceedingly well to verbal cues (80-100% of the time). It has been determined that hesitation to respond to a request is a result of either a lack of motivation or interest rather than a lack of understanding. Shelley has consistently responded to verbal requests and cues from many different staff members and peers. Thus, she has not been "person-dependent" on a specific person for direction.

Shelley has thrived on predictability in her daily routine. In fact, when moving from one activity to the next, Shelley has taken on the responsibility of updating her routine calendar. Disruptions to her routines have led to failure to follow through with directions. Providing Shelley with ample notice and/or an explanation for the change has proven to assist with the adjustment to a new schedule.

Shelley currently uses a choice board of photographs to indicate her preferences for objects, activities and people. She does not currently have a way of communicating her distaste for objects, activities and people other than a negative vocalization or pushing objects away from herself, which only can occur during an activity or event and does not then allow her the opportunity to communicate a dislike prior to engaging in an activity.

Community Experiences: Shelley participates in recreational/leisure activities for an hour and a half approximately

Present Levels of Educational Performance (PLEP) §300.347(a) (1) continued

three days per week. Some of Shelley's community experiences include: window shopping and running errands at pet stores, nurseries, malls, and grocery stores; eating at restaurants; and purchasing food or personal hygiene items. During these activities, Shelley independently puts her jacket on, goes to the school bus and boards it, window shops, accepts change from clerks and gets/pushes a shopping cart. She exercises her decision making skills by deciding where to go on community outings, selecting the types of snacks to buy, and choosing which clothing items to purchase. Shelley makes choices by pointing to pictures of the item or by pointing to the actual item itself. Verbal cues are required to prompt Shelley to get off the bus, select different types of food (i.e., not French fries), clean up after a meal, place items in a cart or on a counter, and to stand/wait without leaning on counter/carts. While on campus, Shelley also participates in community/leisure activities. Listening to the radio, dancing, exercising, painting and stained glass projects, and hanging out with friends are the activities that she enjoys most. Independently Shelley turns on the radio, tunes into her favorite stations, and dances. However, she requires verbal and physical cueing to complete her art projects. Throughout the day, Shelley has several opportunities to interact with friends, such as ten-minute breaks from work and during lunch and breakfast times. Although Shelley enjoys being around her peers, she is only able to communicate with a select few. It is only with her peer tutors that she feels most comfortable socializing.

Daily Living Skills: Some life skill routines in which Shelley participates are planning for meals, cooking, and doing laundry. In preparation for a meal, Shelley purchases needed items at the grocery store. As mentioned in the "community experience" section, she is able to perform some tasks independently while needing verbal and physical cueing for others. Upon returning to school, Shelley is able to store groceries with other food items. Stirring food items and setting the table are two other ways she participates in meal preparation. On other days, with step by step verbal cueing, she makes snack items such as Tang™, popcorn, and crackers with spread.

Shelley is able to eat and make food choices independently. However, given the opportunity, Shelley gravitates toward junk food items. Thus, when giving her choices, the number of junk food items available should be limited. Although Shelley will always try to open food containers before asking for assistance, she at times requires help from others. After completing a meal, Shelley is able to clean up after herself given verbal reminders.

Shelley independently initiates going to the restroom during transitional times of the day. During daily activities, Shelley requests to use the restroom by signing. In the few activities she does not prefer engaging in, the frequency of Shelley's requests have increased. However, when asked to wait until the end of the activity, Shelley is able to wait without protest or loss of bladder control. While in the restroom, Shelley is able to enter the stall, close and lock the door, pull down her pants, and flush when she is finished. However, verbal cueing is necessary to assist Shelley in wiping and pulling up her pants clear of the toilet.

Given verbal reminders, Shelley completes all steps necessary while washing her hands. After a snack, she reminds staff to help her wash her face. When a napkin is placed in front of her, Shelley is able to wipe her own mouth the majority of the time. The remainder of the time, she requires verbal prompting to do so completely.

Physical Education: Shelley is able to engage in many physical activities and exercises, dance, carry objects, etc. but requires physical modeling and assistance to follow a specific exercise or weight lifting routine.

Employment/Workplace Skills: Shelley has a multitude of jobs on campus. Compensation for her work is in the form of school credit toward graduation. Shelley's vocational tasks parallel the tasks that regular education students

STUDENT NAME: Shelley Transition

DOB: 5/15/83

Present Levels of Educational Performance (PLEP) §300.347(a)(1) continued

perform for credit, as well. Additionally, Shelley's schedule is arranged so that preferred activities follow work activities or non-preferred activities, thereby increasing Shelley's motivation to stay on task and to complete work routines. It takes Shelley approximately four weeks to learn new work routines with 70% accuracy, given verbal cueing. Within another month, Shelley has perfected morning work routines to 90% accuracy on 3 out of 5 days per week. At the present time, Shelley performs these routines with 95% accuracy on 4 out of 5 days per week and on an "off" day, she performs at 75% accuracy. When Shelley has an "off" day (lower performance), it usually includes: not wanting to get started, requiring multiple verbal cues to initiate a task, performing tasks more slowly, being more introverted and distracted from her routine, and verbally protesting participation. The afternoon proves to be the most challenging time for Shelley. She has a harder time getting motivated to perform her jobs as compared to the morning. At the end of the day, she appears to be tired and requires longer breaks. As a result, Shelley performs her afternoon work routines at approximately 70-80% accuracy as compared to her morning work routines at 95%. Regardless, Shelley is now able to perfect/master new routines in a much shorter time period than she was able at the beginning of the school year. When a new task is introduced, Shelley cooperates and follows through about 70% of the time. Most of these tasks require some sort of verbal prompting. During morning work routines, her willingness to follow through with routines increases to 80%.

One of her morning job routines is collecting attendance sheets for the entire school campus, which she performs with 90-95% independence. During the first week of school this fall, after an eleven-week summer break, Shelley remembered 75% of the steps in her attendance job. Within a month, she improved her skills to 95%. In this particular job, Shelley does not require a trainer or verbal cueing.

Another one of Shelley's vocational routines is making ice packs for the health room. Duties include: initiates routine, locates and retrieves bucket, walks to the school kitchen, refrains from touching items in kitchen, fills bucket with ice, exits kitchen, walks to health room with the bucket, picks up ice and puts it in an open plastic bag, and, if necessary, dumps the excess ice. During her routine, Shelley performs most duties with 100% independence. She requires a verbal cue or gesture to initiate the routine, to fill the ice bags to an appropriate level, and to dump any excess ice.

During the afternoon, Shelley has four different responsibilities. These include straightening up the library, picking up paper in the computer lab, making copies for staff, and picking up/delivering mail. Her performance in these afternoon jobs ranges from 60-90% independence. The frequency of verbal cues necessary to motivate Shelley increases in the afternoons.

In addition to these on-campus jobs, Shelley also maintains two off-campus jobs which she performs 1-2 days per week for an hour and a half at a time. These jobs include returning aluminum beverage cans to the recycling center for the deposit and consigning clothing where she received month to month payment. As a reinforcer, she is taken out immediately following a shift to spend some of her proceeds.

Occupational Therapy: While Shelley has been interested in various software programs on the computer, she has required physical assistance to use a keyboard, mouse and other adaptive equipment. Additionally, in some of her leisure activities, such as stained glass art projects, she has required physical assistance. As mentioned above, Shelley occasionally has difficulty opening food packages as well.

Physical Therapy: Shelley is able to carry many objects, some which are large and cumbersome, and is able to negotiate doorways, stairwells and ramps when not carrying objects. When she is carrying an object with both hands

STUDENT NAME: Shelley TransitionDOB: 5/15/83

Present Levels of Educational Performance (PLEP) §300.347(a)(1)	
and comes upon an environmental barrier, she is not able to transfer the object to one hand and negotiate the barrier with the free hand. In this circumstance, she either asks for help or just stands near the environmental barrier with the object in both hands.	
How the student's disability effects involvement / progress in the general curriculum: Shelley is eligible for special education services under the categories of moderate mental retardation and autism. Shelley has Down's Syndrome and Autism and is non-verbal. Due to her disabilities, she is not able to progress in the general academic curriculum at a rate similar to her non-disabled peers. Thus, her courses in the general curriculum are primarily elective courses based on her preferences and interests, in which she can practice vocational, social, communication, motor, recreational, and daily living skills and heighten her independence. In her general education courses (photography, aerobics, keyboarding, and home economics) Shelley requires modifications in grading and other course-specific modifications which are detailed in the "modifications" section on page 11 of this document).	
Interagency linkages: See paragraph on page 9 under "Statement of Needed Transition Services"	
Consideration of Other Factors §300.346(a)(2)	
The need for assistive technology devices and services has been considered. If needed refer to PLEP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Not Needed <input checked="" type="checkbox"/> Needed
The communication needs of the student have been considered. If needed refer to PLEP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Not Needed <input checked="" type="checkbox"/> Needed
For a student whose behavior impedes his/her learning, or that of others, positive behavioral interventions, strategies, and supports have been considered. If needed refer to PLEP, goals, services, supports, or accommodations and modifications.	<input checked="" type="checkbox"/> Not Needed <input type="checkbox"/> Needed
For a student with Limited English Proficiency, the effect of his/her language needs have been considered. (Is student LEP ? <input type="checkbox"/> Y <input checked="" type="checkbox"/> N) If needed refer to PLEP, goals, services, supports, or accommodations and modifications.	<input checked="" type="checkbox"/> Not Needed <input type="checkbox"/> Needed
For a student who is blind or visually impaired, instruction in Braille, or the use of Braille has been considered. If needed refer to PLEP, goals, services, supports, or accommodations and modifications. (If braille not needed attach an explanation)	<input checked="" type="checkbox"/> Not needed <input type="checkbox"/> Needed
For a student who is deaf or hard of hearing, his/her need for communicating with peers and professional personnel in his/her mode of communication have been considered. (Is student HI? <input type="checkbox"/> Y <input checked="" type="checkbox"/> N) If needed refer to PLEP, goals, services, supports, or accommodations and modifications.	<input checked="" type="checkbox"/> Not Needed <input type="checkbox"/> Needed

Measurable Annual Goals, Short Term Objectives, or Benchmarks §300.347(a)(2)

Attach as many copies of this page as needed

Measurable Annual Goal (ESY? ☐ Y ☒ N)

With the assistance of her job coach in at least 5 different community-based employment sites, Shelley will improve her job skills and behaviors to a 90% independence level. (*Standard: Workplace skills, Listening/Speaking, Functional level*)

Benchmarks or short-term objectives

By the second week in each job site cycle, Shelley will independently a) address her supervisor when she needs help (*Standard: Listening/Speaking, Functional Level 5, performance objective 6*), b) initiate the first step in each job task (*Standard: Math-Data Analysis and Probability, Functional Level 2, p.o. 1*), and c) complete all steps of her job routine with the assistance of her communication board with at least 50% accuracy (*Standard: Comprehensive Health/Physical Activity-standard 5, Foundations level 4, p.o.1*)

By the fourth week in each job site cycle, Shelley will independently a) address her supervisor when she needs help, b) initiate the first step in each job task, and c) complete all steps of her job routine with the assistance of her communication board with at least 70% accuracy.

By the sixth week, Shelley will independently a) address her supervisor when she needs help, b) initiate the first step in each job task, and c) complete all steps of her job routine with the assistance of her communication board with at least 90% accuracy.

Person(s) Responsible: Shelley, Job Coach

Measurable Annual Goal (ESY? ☐ Y ☒ N)

Based on the results of her situational assessments at 5 different community-based employment sites, Shelley will select up to 3 different employment sites in which she would like to work and up to 3 work activities within the sites which she would like/and not like to perform (*Standard: Workplace Skills, Listening/Speaking, Functional Level and Mathematics, Data Analysis and Probability, Functional Level*)

Benchmarks or short-term objectives:

Shelley will view photographs of her working at various sites and will identify her preference/choice by pointing (*Standard: Listening/Speaking, Functional Level 5, p.o. 2 and Writing, Functional Level 1, p.o.3*)

Shelley will view photographs of her working in various different job activities/routines and will identify her likes and dislikes by pointing (*Standard: Listening/Speaking, Functional Level 5, p.o. 2 and Writing, Functional Level 1, p.o. 3*).

Person(s) Responsible: Shelley, Instructor, Job Coach, Speech Language Therapist

<p align="center">Measurable Annual Goals, Short Term Objectives, or Benchmarks §300.347(a)(2) Attach as many copies of this page as needed</p>	
Measurable Annual Goal (ESY? <input type="checkbox"/> Y <input checked="" type="checkbox"/> N)	
Shelley will visit a minimum of three different individually designed living models (e.g., apartment, own home, adult developmental home) by the end of the school year.	
Benchmarks or short-term objectives	
Shelley will express her preference for one of the three living models through pointing to a photo of the model. <i>(Standard: Listening/Speaking, Functional Level 5)</i>	
Shelley will meet with potential roommates and express preference for roommates through signs. <i>(Standard: Listening/Speaking, Functional Level 5)</i>	
Person(s) Responsible: Shelley, parent, DDD Support Coordinator (Case Manager), Speech-Language Therapist	
Measurable Annual Goal (ESY? <input type="checkbox"/> Y <input checked="" type="checkbox"/> N)	
Shelley will completely redress (including pulling up underwear) following toileting by completing all the steps in her bathroom routine with 90% accuracy. (Attach routine form to goal page).	
Benchmarks or short-term objectives	
Shelley will wipe herself thoroughly without the need for prompting. <i>(Standard: Comprehensive Health, Functional Level 2, performance objectives 2 and 3).</i>	
Shelley will pull up her underwear and pants clear of the toilet. <i>(Standard: Comprehensive Health, Functional Level 2, p.o. 2 and 3)</i>	
Shelley will arrange her pants so that her underwear is not visible. <i>(Standard: Comprehensive Health, Functional Level 2, p.o. 4)</i>	
Shelley will check her clothing/appearance in the mirror before exiting the bathroom. <i>(Standard: Comprehensive Health, Functional Level 2, p.o. 4)</i>	
Measurable Annual Goal (ESY? <input type="checkbox"/> Y <input checked="" type="checkbox"/> N)	Related Services Goal: Speech-Language
Shelley will increase the number of functional English signs which she recognizes and uses on a daily basis to a total of 15 signs. <i>(Standard: Listening/Speaking, Functional Level 4, p.o.3)</i>	
Benchmarks or short-term objectives	
In collaboration with Shelley's speech-language therapist, Shelley will identify 8 new functional English signs which she can use in daily activities.	
Given sign instruction through modeling and vocalization by instructors (teachers, assistants, peer tutors, speech-language therapist), Shelley will initiate the use of the sign at appropriate times during the routine.	
Person(s) Responsible: Shelley, Speech-Language Therapist, instructors listed above	

Measurable Annual Goals, Short Term Objectives, or Benchmarks §300.347(a)(2)

Attach as many copies of this page as needed

Measurable Annual Goal (ESY? ☐ Y ☒ N)

Related Services Goal: Speech-Language

Shelley will express her dislikes and distaste for certain activities, objects, and people using a choice board accurately 9 out of 10 trials. (*Standard: Listening/Speaking, Functional Level 5, p.o. 2 and Comprehensive Health, Functional Level 1, p.o.4*).

Benchmarks or short-term objectives

Given pairing of negative vocalization with photographs of activities, objects and people which Shelley is protesting, Shelley will point to the picture of the object/activity she is protesting.

Following instruction, Shelley will independently initiate pointing to the picture of the activity, object or person she would like to protest.

Person(s) Responsible: Shelley, Speech-Language Therapist

Measurable Annual Goal (ESY? ☐ Y ☒ N)

Related Services Goal: Occupational Therapy

Shelley will learn to use an adaptive switch in order to use a mouse to manipulate an insertion point on various adaptive software on a personal computer accurately 7 out of 10 trials. (*Standard: Technology/Fundamental Operations and Concepts, Readiness Level*)

Benchmarks or short-term objectives

Shelley will express preferences for items using the switch to point to her choices.

Shelley will only hit the switch when the insertion point is on top of an icon or picture.

Person(s) Responsible: Shelley, Speech-Language Therapist, Instructors, Peer Tutors, Instructional Assistants

Measurable Annual Goal (ESY? ☐ Y ☒ N)

Related Services Goal: Physical Therapy

When carrying an object with two hands and arriving upon an environmental barrier (stairs, closed door), Shelley will transfer the object to one hand and use other hand to negotiate the barrier (hold onto railing or push/pull door) successfully (without dropping object, without losing her balance) on 8 out of 10 trials.

Benchmarks or short-term objectives

Given a large object which she is carrying with both hands and arriving upon an environmental barrier (closed door, stairs), Shelley will transfer the object to one hand.

Holding a large object in one hand, Shelley will use her free hand to open a door or hold the railing in a stairwell. (*Standard: Comprehensive Health-Physical Activity, Readiness Level 5, p.o.1 and Writing, Functional Level 1, p.o.6*)

If Shelley is unable to hold the object safely in one hand, she will request assistance.

Person(s) Responsible: Shelley, Physical Therapist, Instructors, Peer Tutors, Instructional Assistants

STUDENT NAME: Shelley TransitionDOB: 5/15/83**Statement of Transition Service Needed §300.347(7)(B)(1)***Statement of transition service needed that focuses on the courses of study, developed by the age of 14 and updated annually*

Shelley is currently 17 years of age and is considered a junior in high school. Coursework from pre-high school through sophomore year was obtained from Shelley's working file. **Pre-high school:** Home Economics, Career Exploration, Adaptive Physical Education, Self-Contained Functional Academics and Life Skills. **Freshman:** On-campus Work Experience, Office Assistant, Adaptive P.E, Integrated Swimming Course, Community Based Learning, Func Acad and Life Skills, Newspaper. **Sophomore:** Choir, Wildlife Biology, On-Campus Work Experience, Office Assistant, Adaptive P.E., Weight Training, Community Based Learning, Func. Acad. and Life Skills. **Junior:** Transition Skills, Keyboarding (i.e., sensory motor skills learned in integrated class), Cooperative Education, Teacher's Assistant, Yearbook, Adaptive P.E., Aerobics, Community Based Learning, Func Acad and Life Skills, Home Economics, Photography **Senior:** Yearbook, Cooperative Education, Adaptive P.E., Community Based Learning, Func Acad and Life Skills, Computer Graphics, Teacher Assistant. **Post-Secondary:** Swimming and baking classes at Mesa Community College, Half Day at Off-Campus Paid Work Experience.

Statement of Needed Transition Services §300.347(7)(b)(2); §300.348(a-b)

Beginning by age 16, or younger if appropriate, indicate which goals are related to each need area; or describe the plan for providing transition services in the appropriate areas including interagency responsibilities or any needed linkages.

Instruction: Problem solving skills, development of environmental tolerance and endurance, use of sequential picture boards to complete tasks independently and to learn to anticipate upcoming events in her daily schedule, use of choice boards to express preferences. **Related Services:** 1) speech/language therapy- learn to use choice board to express preferences and sequential picture boards, accumulation of more Functional English signs; 2) occupational therapy- keyboard skills, use of silverware, opening food packages; 3) physical therapy- learn to safely carry large cumbersome objects, negotiating stairs while carrying an object, learning to ride a stationary bike for exercise. **Community Experiences:** grocery shopping/selecting food and beverage items, dining out/ordering, city bus/learn to use public transit. **Employment:** Based on Shelley's interests and work skills, career exploration through rotation with a job coach visiting 5 community based employment sites to identify feasible supported employment opportunities. During these job rotations, Shelley will improve her job-related skills and behaviors. **Adult Living:** Visit individually designed independent living options and select preference. **Daily Living Skills:** Redressing following toileting, making healthy food choice, making snacks and meals, cleaning up following meals, personal hygiene. **Functional Vocational Evaluation:** Situational Assessments of six weeks in duration at five possible supported employment sites.

Interagency Linkages: Linkages will be developed between school, family, student and Vocational Rehabilitation (VR), the Division of Developmental Disabilities (DDD), Social Security Administration (SSA), and the Arc. Shelley has already been determined as eligible to receive services from VR. VR has committed to providing community-based job exploration, and a functional vocational evaluation and situational assessment to determine realistic employment opportunities for Shelley. Shelley and her parents will be referred to DDD to determine the responsibilities of DDD in providing residential living options for Shelley. Shelley is already receiving benefits from SSA in the form of SSI. Shelley and her family will work with SSA to determine what impact Shelley's potential income might have on her receipt of benefits. Shelley has been involved in social/recreational activities through the Arc. The Arc will notify Shelley and her family of programs that are available to Shelley after she turns 22 and the potential costs or requirements of those programs.

X Integrated Employment General Courier/Intra Office Delivery/Custodial	X Community Participation City Parks and Recreation- the ARC	X Other Advocacy & Legal Services for Guardianship
X Post Secondary Education Life Long Learning/Non-credit classes at community college	X Vocational Training Extended support services in the areas of Job Coaching & Development; Comprehensive Functional Voc Evaluation	X Adult Services Division of Developmental Disabilities; VR-extended support service; Social Security Administration
X Independent Living IDLA Environment/Emphasis on being independent on Daily Living Skills & Transportation	<input type="checkbox"/> Continuing and Adult Education	<input type="checkbox"/> Other

Service	Activity/Strategy	Agency Responsible	Start Date	End Date
Education/Instruction	Problem solving, use of choice boards, technology	LEA	12/15/00	12/15/01
Community Experience	1) leisure and recreation activities during school hours; 2) leisure/rec activities after school hours	1) LEA; 2) the ARC	12/15/00	12/15/01
Employment	1) On and off-campus jobs; 2) Situational Assessments	1) LEA; 2) Vocational Rehabilitation	12/15/00	12/15/01
Adult Living	Individually designed living arrangement visits	Division of Developmental Disabilities	12/15/00	12/15/01
Daily Living Skills	Personal hygiene, food selection, making snacks	LEA	12/15/00	12/15/01
Functional Vocational Evaluation	Situational Assessment at 5 different supported employment sites	Vocational Rehabilitation	12/15/00	12/15/01
Related Services	Choice boards, signing, carrying objects, riding bike, keyboard use, silverware use, etc.	LEA (speech-language therapist, occupational therapist, physical therapist)	12/15/00	12/15/01

Special Education Services §300.347(a)(3)

Special Education Services	Initiation Date	Frequency/Amount	Duration	Location	Providers Position
Transition Services	12/15/00	1hr/3 times/wk	12/15/01	School, community sites	Shelley, Sp.Ed Teacher
Employment	12/15/00	1and1/2 hr/5days/wk	12/15/01	School, community sites	Shelley, job coach
Adult Living	12/15/00	3 hrs/1 x per quarter	12/15/01	Community sites	Shelley, Parent, DDD
Daily Living	12/15/00	50min/5days/wk	12/15/01	School, community sites	Shelley, Sp. Ed Teacher

Related Services	Initiation Date	Frequency/Amount	Duration	Location	Providers Position
Transportation	12/15/00	5 days/wk	12/15/01	Home/school	LEA
Transportation	12/15/00	5 days/wk	12/15/01	School/community outings	LEA
Speech/Language Therapy	12/15/00	1 hr x 1 day/wk	12/15/01	Resource/community outings	LEA
Physical Therapy	12/15/00	1 hr/mth	12/15/01	Classrooms & all campus	LEA
Occupational Therapy	12/15/00	1 hr/mth	12/15/01	Resource/cafeteria	LEA
Autism Services	12/15/00	1 hr/quarterly	12/15/01	resource	LEA

Supplementary Aids and Services	Initiation Date	Frequency/Amount	Duration	Location	Providers Position
Communication Boards	12/15/00	Daily	12/15/01	School/community sites	LEA
Choice Boards	12/15/00	Daily	12/15/01	School/community sites	LEA
Instructional Aide or Peer Tutor 1:1	12/15/00	Daily	12/15/01	School/community sites	LEA

STUDENT NAME: Shelley TransitionDOB 5/15/83

Program Modifications or Supports for School Personnel	Initiation Date	Frequency/ Amount	Duration	Location
Modifications				
Photographs will need to be taken for each new activity for which Shelley will be making a choice. Shelley will work with the instructional aide and the speech-language therapist to develop the communication boards including the photos.	12/15/00	1 hr/1x/wk	12/15/01	Resource room, community
Photography: Shelley will use a Polaroid instead of a manual focus camera for her Photography class	12/15/00	50min/5day/wk for 1st semester	12/15/01	Photo room, campus
Aerobics: Shelley will require a student to be placed in front of her to serve as a model for her to follow during the aerobic routines. The physical therapist will consult with the instructor to determine her lifting and balance capabilities.	12/15/00	50min/5day/wk for 2 nd semester	12/15/01	Gymnasium
Keyboarding: The instructor will collaborate with the occupational therapist regarding switch devices and picture choice software.	12/15/00	50min/5day/wk for 1 st semester	12/15/01	Computer lab
Home Economics: Lessons adapted for simple meal and snack preparation using picture recipe cards	12/15/00	50min/5day/wk for 2 nd semester	12/15/01	Home ec kitchen
All courses: modified curriculum, revised competencies, and modified grading (pass/fail) to meet Shelley's unique needs	12/15/00	All days, all classes	12/15/01	All environments
Shelley will need to arrive 5 minutes late and leave 5 minutes early from her classes in order to negotiate the hallways safely when they are less crowded.	12/15/00	All days, all classes	12/15/01	All environments
Supports for Personnel				
Autism specialist consultant will train staff on autism and Shelley's individual needs related to characteristics of autism	12/15/00	3hrs/1time/yr	12/15/01	Conference room
Speech/language therapist will train staff on communication equipment, choice boards, and Functional English signs	12/15/00	1hr/wk/5wks for 1 st semester	12/15/01	Resource room
In conjunction with Vocational Rehabilitation, the schools provide training for staff on job coaching principles and techniques, and situational assessments.	12/15/00	8hrs/day for 1 week total	12/15/01	Off-campus work sites for situational assessment
Occupational therapist will train the home economics instructor and any assistants/peer tutors on Shelley's safety needs in the kitchen.	12/15/00	50min/5days/ for 1 wk total	12/15/01	Kitchen, conference room

Non-Participation in Regular Class Activities §300.347(a)(4)

Provide an explanation of the extent, if any, to which the student will **NOT** participate with non-disabled students in the general curriculum, extracurricular and nonacademic activities, and program options. If necessary, attach an additional page. Include consideration for any potential harmful effects of the placement on the student or the quality of services.

Shelley will be taking elective courses in the areas of Photography, Aerobics, Keyboarding, and Home Economics, which are all regular education courses in which she can participate with her non-disabled peers. Shelley will not participate in academic courses which prepare students for the standard AIMS assessment such as English Mathematics, Science, and Social Studies. Since Shelley is not very able to generalize skills from one environment to another, every effort is made to teach her skills in the environment in which the activity would occur (community based learning for rec/leisure, daily living skills, employment). When Shelley is involved in individually designed courses such as these, efforts are made to recruit non-disabled peers as peer tutors to provide for a more integrated setting. Additionally, since many of Shelley's courses are based in the community, she is able to interact with non-disabled persons in her community during much of her school day.

Accommodations and Modifications for Instruction and Assessment §300.347(a)(5)

Accommodations	Modifications
<p>Provisions made in how the student accesses/demonstrates learning.</p> <p>Instruction: Polaroid camera, photo calendar, choice making calendar, aerobic model, assistive technology devices- adaptive switch for computer (See page 11 under modifications)</p> <p>Assessment: Shelley's photo calendar and choice making calendar will be made available to her as she is taking the AIMS-A. Directions for the AIMS-A will be given by Shelley's 1:1 trainer or job coach orally. Shelley will receive the hierarchy of cues to perform that she typically receives in instruction which goes from natural cues to verbal cues, to gestures, to physical assistance, if needed. Shelley will receive extended time to take the AIMS-A.</p>	<p>Changes in what the student is expected to learn or demonstrate.</p> <p>Instruction: Modified curriculum and grading, revised competencies, 1:1 job coach and trainer for all routines, Shelley will work on the activities outlined in her goals instead of the typical academic curriculum, some of the content standards will be adapted by dividing it into smaller parts, some of the performance objectives will be modified. Shelley will be instructed at the Foundations and Readiness levels which is significantly different from her actual grade level. (See page 11 under modifications and pages 6-8 for standards linked to IEP goals and objectives).</p> <p>Assessment: Shelley will take the AIM-A and will be tested at the Supported, Functional, and Readiness Levels- based on the levels in which she is receiving instruction on each standard (see pages 6-8). The number of concepts, knowledge or skills to be mastered is reduced to the skills that are listed and coded to the standards on her IEP goal pages.</p>

<input type="checkbox"/> Yes, the student will participate in assessment without accommodations or modifications.			
<input type="checkbox"/> Yes, the student will participate in assessment with accommodations or modifications as listed above ***.			
Assessment	** Instructional Level	*** Testing Level:	Out of Level
*AIMS or AIMS-A *For graduation, specify the level student must achieve for graduation from high school (i.e. approaches, meets, exceeds standards)	Writing <u>Functional level</u>	Writing Functional _____ Approaches or Meets Standard	Y N
	Reading <u>Functional level</u>	Reading Functional _____ Approaches or Meets Standard	Y N
	Math <u>Functional level</u>	Math Functional _____ Approaches or Meets Standard	Y N
STANFORD-9 N/A; use form 2, AIMS-A, as alternate	Language Functional _____	Language Functional _____	Y N
	Reading Functional _____	Reading Functional _____	Y N
	Math Functional _____	Math Functional _____	Y N
SCHOOL-WIDE ASSESSMENT N/A; will use state-level alternates	Content Area _____	Content Area _____	Y N
	Content Area _____	Content Area _____	Y N
	Content Area _____	Content Area _____	Y N
** AIMS Instructional levels: Functional, Readiness (Kindergarten), Foundations (grades 1-3), Essentials (grades 4-8), Proficiency (grades 9-12) and Distinction (honors)			
*** AIMS and AIMS-A tests given at grades 3, 5, 8, and 10 or ages 9, 11, 14 and 16			
Statement of Progress Toward Goals §300.347(a)(7) How will the parents be regularly informed of their child's progress toward annual goals and the extent to which that progress is sufficient to enable the child to achieve goals by the end of the year?			
Parents will be informed by written progress reports every nine weeks, as are Shelley's non-disabled peers. A daily communication log is sent back and forth between parent and case manager to update both parties regarding behavior, personal care needs, etc.			
For Students in a Private Residential Facility §300.302 and ARS 15-765			
<input type="checkbox"/> The Exit Criteria have been developed and are attached.			
<input checked="" type="checkbox"/> Not applicable, the student is not placed in a private residential facility			
Extended School Year Services §300.309 and §ARS 15-881			
Eligibility Criteria for ESY	Decision	ESY Services to be Provided	
<input type="checkbox"/> Eligibility and a statement of services for ESY have been determination and are attached	No; Shelley has not exhibited severe regression of skills even after long periods away from an instructional environment. After returning to school after the 11 week summer break, Shelley completed steps in all her routines at a 75% accuracy rate and within 4 weeks quickly moved to a 90-95% rate which she maintains throughout the school year. This 15-20% regression is not severe enough to justify ESY, and does not jeopardize Shelley's educational progress		

APPENDIX B

LIST OF ACCOMMODATIONS, MODIFICATIONS AND PROGRAM SUPPORTS FOR SCHOOL PERSONNEL

ACCOMMODATIONS

Accommodations are provisions made in how the student accesses or demonstrates learning.

Accommodations:

- do not substantially change instructional level or content
- do not significantly change the performance criteria
- provide student an equal access to learning
- provide student equal opportunity to demonstrate what he knows
- are based on individual strengths and needs
- may vary in intensity and degree

Organization:

- providing peer assistance with organizational skills
- assigning volunteer homework buddy
- allowing student to have extra sets of books at home
- providing student with a home assignment notebook

Assignments:

- giving extra time to complete work
- reducing homework assignments
- allowing computer-printed or typewritten assignments prepared by the student or dictated by the student
- simplifying directions
- giving frequent short quizzes and avoiding long tests
- recognizing and giving credit for student's oral participation in class

Assessment:

- changing time of day for administration of test
- providing special lighting
- administering test in a small group
- administering test individually in separate location

- signing oral directions using exact translation
- following a flexible schedule
- extending time
- administering test in several shorter sessions
- allowing frequent breaks during test
- simplifying language in directions
- giving test at home
- allowing student to give answers on tape recorder
- providing a calculator, abacus or arithmetic tables

Classroom Organization /Management:

- preferential seating
- frequent feedback
- predictable structure and routine
- positive reinforcement
- consistent expectations

Technology:

- providing large print
- providing a calculator
- making a typewriter available
- making a computer available
- providing and training in use of a Braille
- providing and training in of communication devices
- making an auditory trainer available
- using a CCTV
- providing training in use of necessary technology devices
- providing assistance with technology devices

Lesson Presentation:

- providing peer tutoring
- providing a peer notetaker
- providing written outline
- allowing student to tape-record lesson
- using computer-assisted instruction
- breaking longer presentation into shorter segments
- assisting the student to find the main ideas by underlying, highlighting, cue cards, etc.

MODIFICATIONS

Modifications are substantial changes in what a student is expected to learn and demonstrate.

The changes/modifications include, but are not limited to:

- instructional level (grade level);
- content standards and performance objectives/benchmarks;
- the number of key concepts mastered within a performance objective;
- the key skills to be mastered in a performance objective;
- the knowledge to be mastered; and
- in performance criteria.

Instruction:

- adapting the content standard (dividing it into smaller parts)
- modifying the performance objectives/benchmarks
- decreasing the number of key concepts to be mastered in a standard
- changing the instructional (grade) level
- supplementing the instructional materials
- adjusting the skills, knowledge, and concepts in the general curriculum

Assessment:

- administering the test at the student's instructional level
- changing the criteria for mastery
- limiting the number of concepts, knowledge or skills to be mastered.

PROGRAM MODIFICATIONS AND SUPPORTS TO SCHOOL PERSONNEL

Materials:

- ◆ using recorded books
- ◆ reading high interest/low vocabulary materials
- ◆ using self checking material
- ◆ modifying content standards
- ◆ changing performance objectives/benchmarks
- ◆ developing specialized material required to meet the student's needs

Consultations:

- ◆ providing and explaining instructional materials
- ◆ suggesting instructional strategies to ensure that the teacher provides opportunities for the student to develop and master skills in the IEP and other necessary instructional needs
- ◆ being available to answer questions and to provide assistance and support to the teacher
- ◆ explaining the responsibilities for implementing the IEP
- ◆ providing copies of the IEP

Training Activities:

- ◆ behavior management
- ◆ implementation of modifications and accommodations included in the IEP
- ◆ Implementation of the IEP
- ◆ characteristics associated with each disability
- ◆ affective use of paraprofessionals
- ◆ assistive technology devices and services

Other Services:

- ◆ co-teaching
- ◆ peer tutoring
- ◆ buddy system
- ◆ volunteers
- ◆ paraprofessionals

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Title: IEP MODEL
Subject:
Author: LILLIE GATES
Keywords: iep student service team goal
Comments: The IEP TEAM

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